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ABSTRACT

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning packets and a resource list, is designed to introduce the students to graphic reproduction and printing occupations. The introduction defines the career area, discusses the course objectives, course strategy, and suggests a time table. The exploration activities cover the areas of: introductory activities, design and layout, composition, photo-conversion, image carrier, image transfer, finishing, economics and organization, paper making, related careers, and self-evaluation of career maturity. Each lesson plan is organized into objectives, activities, and resources and includes the following activities: discussion, laboratory experience, self-analysis quiz, design, layout, composition, book finishing, interviews with resource persons, and films. The appendix includes: suggestions and procedures for both field and exploration trips and an exploration trip permission form and report. (JB)

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CAREER EXPLORATION 9 - 10

EXPLORING CAREERS

IN

GRAPHIC REPRODUCTION AND PRINTING OCCUPATIONS

CAREER DEVELOPMENT K - 10

CINCINNATI PUBLIC SCHOOLS

ED106581

CAREER EXPLORATION

CINCINNATI PUBLIC SCHOOLS

GRADES 9-10

EXPLORING CAREERS

IN

GRAPHIC REPRODUCTION AND PRINTING OCCUPATIONS

(Tenative Copy)

First Edition
1973

CAREER DEVELOPMENT

The Career Development Program responds to the needs of students, taxpayers, and employers for the public schools to provide personal, social, and economic relevance in the educational process. It is an integral part of the educational process essential to the development of all students.

The Career Development components, which are Career Motivation (K-6), Career Orientation (7-8) and Career Exploration (9-10), develop an awareness and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. These goals are accomplished through a curriculum based on pupil activities involving simulation, role playing, and individual investigation. These activities require that administrators and teachers develop a new level of working relationships with community resources such as public institutions, business, labor, and industry.

Every individual's right to learn what he or she needs in order to be a producing, participating member of society is a fundamental responsibility of education. Each individual also has a right to self-fulfillment. Career Development, presented as inseparable elements inherent within every level and subject area of the school curriculum, provides each student with the skills and insights to recognize and pursue goals of personal significance. As a result of this program students will increase their abilities to make well-informed and experience-based decisions related to their personal life, school program, and career selection.

Donald R. Waldrip, Superintendent
Cincinnati Public Schools

CAREER EXPLORATION

Career Exploration is the 9th and 10th grade component of the Career Development Program. Its primary goal is to provide experiences related to career areas chosen by the student. Focus is on the student's perception of himself or herself in relation to the real world of career opportunities. Emphasis is on individualized and personalized activities and experiences.

The student chooses and studies a specific career area using skills and insights gained in earlier parts of the Career Development Program. Students explore occupations within the chosen area with particular attention to those most closely related to their own needs, interests, and abilities. They will experience some of the satisfactions, opportunities, limitations and frustrations peculiar to the various occupations.

Career Exploration is planned as the culmination of the Career Development Program. Successful exploratory experiences will enable the student to formulate and refine realistic and personally meaningful career goals. These experiences will also provide a basis for planning a course of studies in the 11th and 12th grades (and beyond) pursuing career goals.

Stanley A. Marsh
Administrative Assistant to
the Superintendent

FORWARD

This manual is one of a series produced by the Cincinnati Public Schools as a part of a project designed to provide Career Exploration for students in grades 9 and 10.

It is designed to provide activities and information about an occupational area that will provide a more in-depth study than presented in Career Orientation in grades 7 and 8.

This is a tentative guide and has been developed for the purpose of field testing and revising based upon feedback from participating teachers.

This manual was developed by Jack R. Bongey, an industrial arts teacher at Schwab Junior High School. Jack Ford, an instructional Consultant conducted the Curriculum development under the general supervision of Ralph E. Shauck, Coordinator of instructional services.

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I. INTRODUCTION

A. DEFINITION OF CAREER AREA

Graphic arts, commonly referred to as printing, is the seventh largest industry in the United States and one of our chief means of communication. Over the past 500 years there have been many major inventions, but many feel printing was the greatest of them all.

The industry employs workers with a wide range of skill levels and educational backgrounds, and it is an industry that offers opportunities for women as well as men.

The majority of employees are found in large printing, publishing, and allied industries, but many careers are available in private firms that do their own printing, such as banks and insurance companies.

The most commonly used methods of reproducing printed materials are letterpress, photo-offset-lithography, gravure, and screen printing. All these methods require highly trained technicians and administrators as well as the traditional craftsmen and other less skilled employees.

B. COURSE OBJECTIVES

The Graphic Arts Exploration Course should help the student attain:

1. An identity with a variety of careers in graphic arts and related areas.
2. Basic manipulative skills and desirable work habits.
3. The ability to cooperate with fellow workers, employers, or customers.
4. An appreciation of quality workmanship and a positive, healthy attitude toward the world of work.
5. Knowledge of the importance of performing jobs in an orderly, organized fashion.
6. Self-confidence and initiative.
7. The ability to evaluate the careers in terms of its appeal to interest and abilities.

C. COURSE STRATEGY

In this course the student will be able to explore the graphic arts occupations individually, by group, or by class following a systematic outline of activities.

The locale of this course will be a school graphic arts laboratory, so the emphasis will be directed toward the careers in production. However, certain business activities are included, such as estimating and cost control, which will introduce the student to careers other than those normally associated with skills of printing.

In addition to the use of films and other teaching aids, a special experience being planned for students in this career area is a SMALL GROUP EXPLORATION TRIP. Effort has been made to make this as simple as possible for the classroom teacher. (See appendix B)

The last exploration activity in this course will ask each student to participate in a "Self Evaluation of Career Maturity" and will provide each student an opportunity to analyze and discuss their career-related experiences.

D. SUGGESTED TIME TABLE

EXPLORATION ACTIVITIES

#	TITLE	DAYS
1	Course Introduction	2
2	Use of D.O.T.	1
3	Design and Layout	3
4	Composition	9
5	Photo-Conversion	8
6	Image Carrier	5
7	Image Transfer	8
8	Finishing	4
9	Economics and Organization	3
10	Paper Making	3
11	Related Careers	(Variable)
12	Conclusion	1
13	Self-Evaluation of Career Maturity	1
		48

II. Career Exploration Activities

A. Where to Begin --

1. Resources essential to pupil activities: Many resources listed on the following pupil activity sheets must be made available in the classroom before the students can begin the activities noted. These essential resources are specified IN WORDS on each exploration activity worksheet. THEY MUST BE OBTAINED BY THE TEACHER IN ADVANCE OF THE CLASS MEETING.

Examples:

a. Films

If . . . the worksheet reads:

	RESOURCES
	Film: Code Blue (C-7)

Then . . . The teacher must look in Appendix C, Item 7 for catalog information so that this film can be ordered in time for this activity.

b. Material to be duplicated by the teacher for use in class.

If . . . the worksheet reads:

	RESOURCES
	See Analysis Quiz (B-4,5,6)

Then . . . The teacher must duplicate a class set of this item which is found in Appendix B as items 4, 5, and 6. Duplication can be achieved by Xeroxing, generating a ditto master via photocopying with IBM 107 and Thermofax or retyping onto a ditto master.

2. Optional resources to be used for enrichment, supplements and student or teacher reference are described only in the Appendix.

If . . . the worksheet reads:

	RESOURCES
	C-8

Then . . . This indicates that for this activity there is a potentially useful reference described in Appendix C, Item 8. This reference item is not essential to the completion of the student activity.

EXPLORATION ACTIVITY (INTRODUCTORY) (2 day)

INTRODUCTION TO COURSE

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Discuss critically the objectives of the course. 2. Question people's attitude at work under various conditions as illustrated in a film. 3. Form a general understanding of the course outline and procedure. 4. Form some basic conclusions through the "self-analysis quiz." 5. List and discuss at least 4 important factors of good on-the-job performance. 6. Describe a wide variety of skills needed for specific jobs in this occupational area. 7. Analyze the advantages and disadvantages of employment in graphic arts.	1. The student will be informed of the purpose of this course, what is hoped to be accomplished, and will be led into a discussion of activities involved in Career Exploration. 2. The student will defend or reject by role playing, the position of maintaining good personal appearance, attitude and conduct on the job. 3. Explain to students the relation of the course and the "Self-Analysis Quiz" to their career selection. Students will participate in this self-analysis quiz. 4. Hand out and discuss a "Job-Performance Rating Sheet" which will be administered and discussed as part of the last exploration activity in this course. 5. Given a visual media the student will formulate an impression of the offset lithography industry.	Class set of "Self-Analysis Quiz" (attached) Class set of "Job Performance Rating Sheet" (attached) "What Do We Look Like To Others" 16 mm film, 10 min., Sandler Instructional Films, Inc. Board of Education. Offset and you AB Dick, filmstrip 7 min. Bd. of Ed.

SELF-ANALYSIS QUIZ

Directions: Check the line closest to the statement that identifies you. If you are uncertain, check the middle space.

Make at least average grades	_____ _____ _____	Make below average grades
Learn quickly	_____ _____ _____	Learn slowly
Enjoy reading books, magazines, etc.	_____ _____ _____	Enjoy reading comics
Like school and do extra work	_____ _____ _____	Do only schoolwork that is necessary
Talk and write well	_____ _____ _____	Talk and write poorly
Good planner and organizer	_____ _____ _____	Poor planner and organizer
Like children	_____ _____ _____	Dislike children
Patient with children's questions	_____ _____ _____	Impatient with children's questions
Outgoing	_____ _____ _____	Withdrawn
Popular	_____ _____ _____	Not popular
Have large group of friends	_____ _____ _____	A few close friends
Have confidence	_____ _____ _____	Unsure around others
Give advice	_____ _____ _____	Not asked for advice
Outspoken	_____ _____ _____	Quiet
Sensitive to others	_____ _____ _____	Insensitive to others
Trust people	_____ _____ _____	Do not trust people
Volunteer	_____ _____ _____	Do not volunteer
Pleasant personality	_____ _____ _____	Do not have pleasant personality
Have a sense of humor	_____ _____ _____	"Touchy"
Not prejudiced	_____ _____ _____	Prejudiced

JOB PERFORMANCE RATING SHEET

NAME: _____ DATE: _____

DEPT. _____ OPERATION: _____

	EXCELLENT	GOOD	FAIR	POOR
Attendance & Punctuality				
Quality of work				
Production				
Initiative				
Cooperation with instructor				
Cooperation with other students				
Interest in job				
Meets industrial quality standards				

If the student rates "poor" on any factor

or

If the student rates "fair" on more than three factors:

Discuss with the student the areas in which he or she will need to improve, before he can attain success in his chosen field.

Remarks: _____

_____

_____

EXPLORATION ACTIVITY (INTRODUCTORY)

Use of the D.O.T. (Dictionary of Occupational Titles) Number:

The D.O.T. lists 35,550 jobs with a code number for each. The last three digits of this code refer to the relationship of that job to data, people and things. This exploration activity provides the students some experience in using this information to identify jobs which match their interests.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: Compare their knowledge about the data, people, things content of jobs to factual information listed in the D.O.T. for five jobs of personal interest.	The teacher will conduct a classroom discussion on the D.O.T. code number in identifying the data, people, things orientation of jobs. (See the attached page for examples.) Following this discussion each student is to complete the "D.O.T. Worksheet" which compares the student's estimate of the data, people, things job content to that listed in the D.O.T.	Dictionary of Occupational Titles, Volumes I and II Make a class set of "Examples of D.O.T. Code Usage." Make a class set of the "D.O.T. Worksheet"

D.O.T. WORKSHEET

STEP 1. In table I at the bottom of this page, write the names of five jobs which are interesting to you.

STEP 2. Use the handout sheet titled "Examples of D.O.T. Code Usage" and make an estimate of the correct code to describe this job. Record this estimate in Table I.

STEP 3. Use Volume I or II of the D.O.T. and look up the D.O.T. code designation for each job. Compare these designations to your estimate.

TABLE I

	NAME OF JOB	STUDENT'S ESTIMATE OF THE CORRECT CODE	D.O.T. CODE DESIGNATION
1.	_____	XXX._ _ _	_____
2.	_____	XXX._ _ _	_____
3.	_____	XXX._ _ _	_____
4.	_____	XXX._ _ _	_____
5.	_____	XXX._ _ _	_____

EXAMPLES OF D.O.T. CODE USAGE

JOB TITLE	D.O.T. CODE	D.O.T. CODE MEANING
High School Teacher	091.228	
		(Things) 8 - No significant relationship
		(People) 2 - Instructing
		(Data) 2 - Coordinating
Waitress	311.878	
		(Things) 8 - No significant relationship
		(People) 7 - Serving
		(Data) 8 - No significant relationship
Stock Clerk	223.387	
		(Things) 7 - Handling Things
		(People) 8 - No significant relationship
		(Data) 3 - Compiling
Auto Mechanic	620.281	
		(Things) 1 - Precision working
		(People) 8 - No significant relationship
		(Data) 2 - Analyzing data

DATA (4th digit)

0 Synthesizing
1 Coordinating
2 Analyzing
3 Compiling
4 Computing
5 Copying
6 Comparing
7
8 No significant relationship

PEOPLE (5th digit)

0 Mentoring (Counseling)
1 Negotiating
2 Instructing
3 Supervising
4 Diverting
5 Persuading
6 Speaking-Signaling
7 Serving
8 No significant relationship

THINGS (6th digit)

0 Setting-Up
1 Precision Working
2 Operating-Controlling
3 Driving-Operating
4 Manipulating
5 Tending
6 Feeding-Offbearing
7 Handling
8 No significant relationship

For a definition of the above see pages 649 and 650 in Appendix A of the Dictionary of Occupational Titles Volume II.

EXPLORATION ACTIVITY #3

Design and Layout (3 Days)

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to:		
1. Describe the principles of good design.	1. Given a lecture on making thumbnail, rough, and comprehensive layouts the student will design a layout for an advertisement that would appear in a newspaper.	1. "Graphic Arts," Darvey Carlsen, Chas. A. Bennett Inc. Peoria, Ill. 1970. A suggested layout and balancing (attached).
2. Distinguish between copyfitting display type and body type.	2. Given a lecture on copyfitting the student will fit a specified copy of display and body type into a certain space in a magazine.	2. "Photo-offset Fundamentals John E. Cogoli, McKnight and McKnight, 1967.
3. Identify the steps in making a dummy.	3. Given a demonstration on the make up of a dummy the student will make up a dummy of a 16 page signature with 10 signatures (160 pages).	3. A suggested eight page signature (attached).
4. Recognize the importance of planning ahead.	4. Given a visual media on newspaper layout, the student will list the steps in making a layout.	4. "Newspaper-Planning the Layout". Filmstrip Bd. of Ed. #6487
	5. Given a visual media on artwork for lithography the student will identify the tools and equipment used by a layout man.	5. "Artwork-Your Blueprint to Printing" 15 min. AB Dick. Bd. of Ed. Filmstrip

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Activity #3: DESIGN AND LAYOUT

ROLE: LAYOUT MAN (141.081) Pg. 416

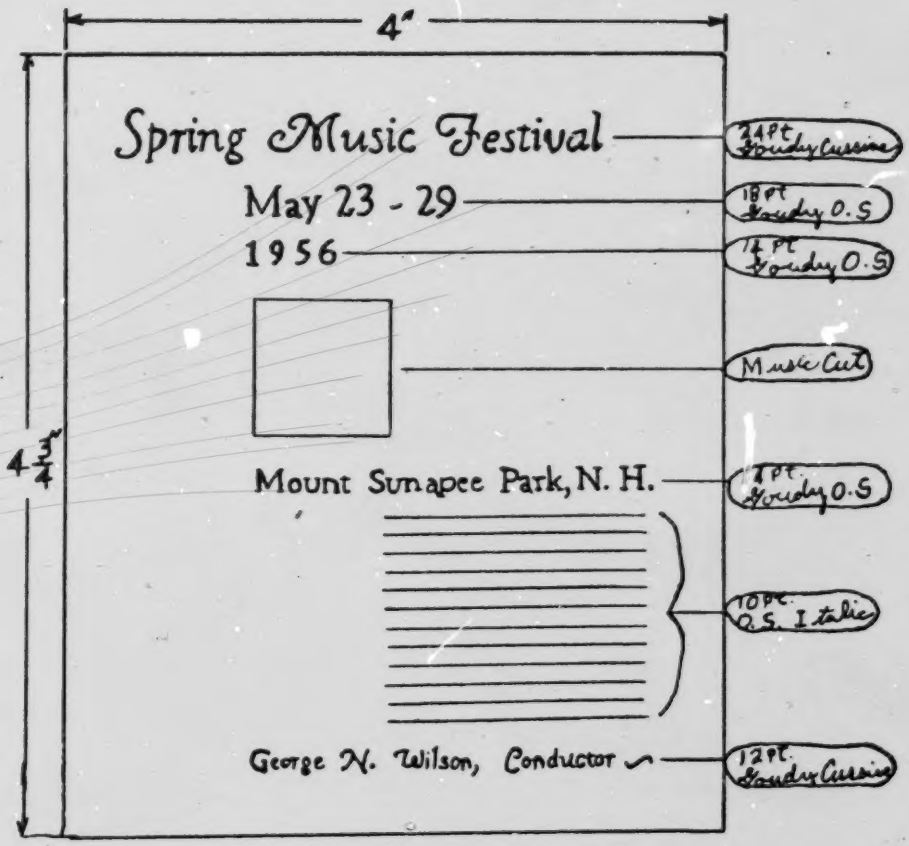
Plans page layouts of illustrative material, such as sketches, photographs, and diagrams, for use in preparing newspaper advertisements, books and technical manuals.

ROLE: LETTERER (970.381) Pg. 421

Paints or draws precise lettering to be reproduced in advertisements, books, and other printed material, using lettering pen or brush.

ROLE: ILLUSTRATOR (141.081) Pg. 372

Draws and paints illustrations for advertisements, books, magazines, posters, billboards, and catalogs. Studies design layout or proposed sketch, and selects technique best suited to produce desired visual effect and to conform with the printing method specified.



A. SIMPLE LAYOUT

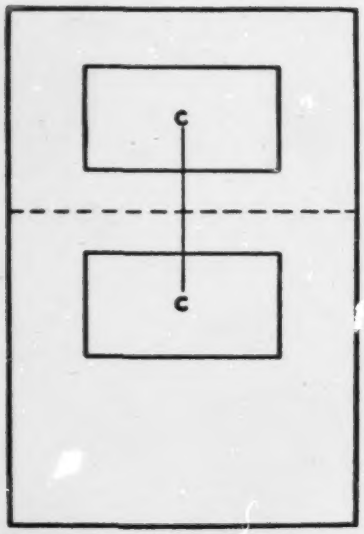


Fig. 77. Balancing two equal groups of type, using the center of attraction as a pivot

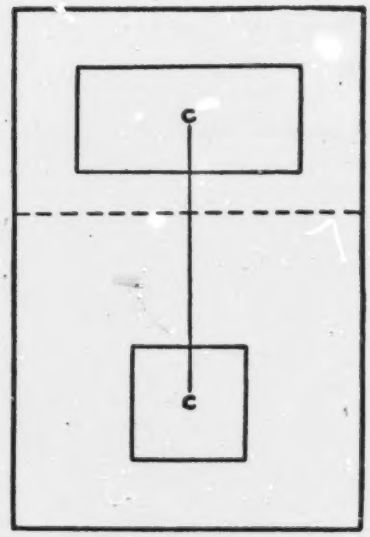


Fig. 78. Balancing two groups of unequal weight upon the center of attraction

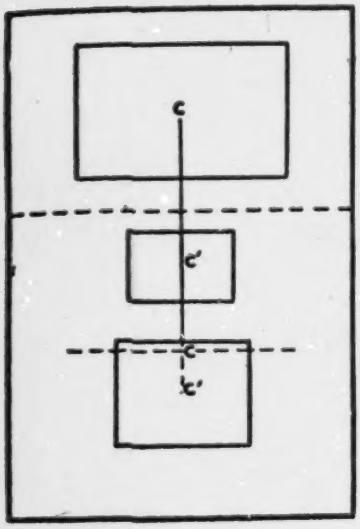


Fig. 79. How three unequal groups may be balanced on a page

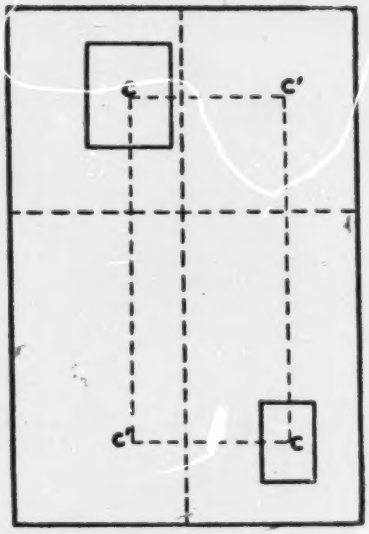
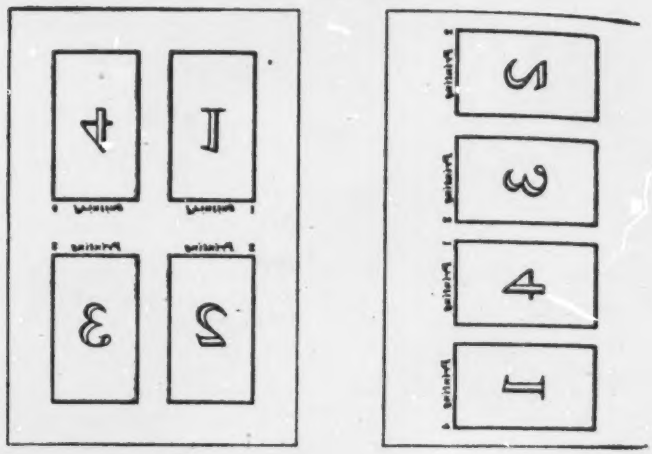


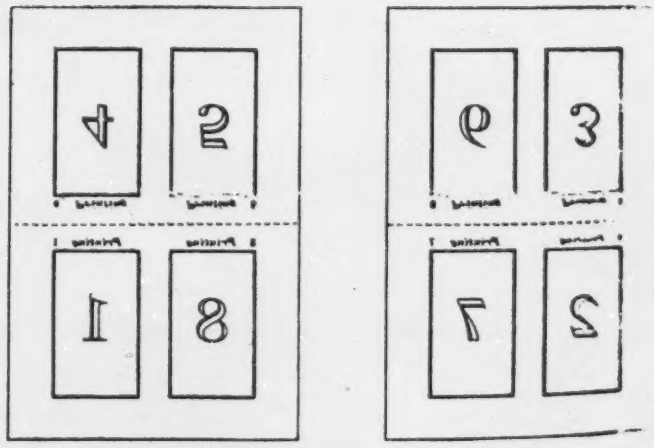
Fig. 80. How two groups of unequal weight may be balanced out of center on a page

Lay-outs for four-page and eight-page forms



(a) (b)

Two lay-outs for printing a four-page folder, work-and-turn



(a) (b)

Lay-out of forms for an eight-page folder printed sheetwise

EXPLORATION ACTIVITY #4

COMPOSITION (9 Days)

OBJECTIVES	ACTIVITIES	RESOURCES
The students will be able to:		
1. Identify and use the basic tools in composing letter-press type.	1. Given the proper equipment, a demonstration, and visual media the student will compose a small printing job of his choice, such as a business card or I.D. card.	"Learning to set Type" 11 min., 16mm Film, Bd. of Ed. #2311
2. Justify the reason for taking proofs.	2. Given a demonstration the student will take a proof of their type and proofread it.	2. A suggested proof mark test (attached).
3. Describe the procedure for typing copy that is to be photographed or that typed directly on a paper master (plate).	3. Given a demonstration, the student will compose type on a typewriter in preparation for photographing or onto a direct image plate.	3. "The Papermaster" AB Dick-Filmstrip BD. of Ed. 14 min.
4. Analyze the reasons for using a special kind of type for rubber-stamp making.	4. Given a name and address or a similar job, and the proper equipment, the student will compose, proof, and look up a rubberstamp job.	"Graphic Arts," Darvey Carlsen, Chas. A. Bennett Inc., 1970.
5. Distinguish between copy that should be photographed or cut by hand.	5. Given the proper tools the student will cut a water soluble stencil for use in screen printing.	

Activity #4: COMPOSITION

ROLE: COMPOSITOR (973.381) Pg. 153

Sets type by hand and machine and assembles type and cuts in a galley, for printing articles, headings, and other printed matter, determining type size, style and compositional pattern from work order.

ROLE: PROOF PRESSMAN (651.782) Pg. 568

Operates proof press to make proofs of type setup. Places galley on bed of press, applies ink, places paper on type, and turns crank or pushes button to obtain proofs.

ROLE: VARITYPER (203.582) Pg. 772

Types master copies such as stencils, tracings, direct plates and Photo-offsets on a machine similar to typewriter with removable font (type of various sizes and styles.

ROLE: PHOTOTYPESETTER OPERATOR (650.582) Pg. 528

Operates keyboard of automatic phototypesetting machine to photographically print type matter onto strips of photosensitive paper to prepare flats for making printing plates.

ROLE: PROOFREADER (209.688) Pg. 568

Reads typescript or proof of type setup to detect and mark for correction any grammatical, typographical, or compositional errors.

ROLE: STONEMAN (973.381) Pg. 443

Arranges, groups, and locks setups of type, cuts, and headings in chases, according to dummy makeup sheets, for direct-printing reproduction proofs or fabrication of stereotype and electrotype plates.

ROLE: SILK SCREEN CUTTER (979.381) Pg. 660

Cuts stencils by hand for use in silk-screen printing. Places transparent gelatinous film on design or lettering to be reproduced, and cuts outline of design with knife.

PROOF MARK TEST

Name Grade

Marginal Sign	Mark in the Text	Meaning

Flag Salute

by Betty Brown

Every Thursday and Friday morning we have an orderly and dignified flag salute. We just take iit for granted that the salute will go smoothly;but let us remember the boys who are always at their posts to see that every thing is carried out right

In the junior section the flag boy is Ronald Moats the boy who leads the pledge is Gary Sidebottom, and the bugle boy is Kenneth Hines.

In the senior section delbert Lacy is the flag boy, Lloyd Den nison has charge of the pledge, and Frank Decker plays the bugle. The regular and efficient service of these boys is appreciated by the whole School.

Take out defective letter
Push down space
Turn over
Take out
Insert space
Space evenly
Close up entirely
Period
Comma
Capitals
Hyphen
Transpose
Wrong font letter
Lower-case letter

STANDARD PROOF MARKS

X	Defective letter	⊙	Colon	no ¶	No paragraph
⊥	Push down space	;/	Semicolon	wf	Wrong font letter
⅋	Turn over	✓	Apostrophe	stet	Let it stand
⊖	Take out	✓✓	Quotation	tr.	Transpose
^	Insert at this point	-/	Hyphen	Caps	Capitals
⌄	Space evenly	///	Straighten lines	S.C.	Small capitals
⋇	Insert space	⊏	Move over	l.c.	Lower-case letter
(	Less space	□	Em quad space	ital	Italic
⌒	Close up entirely	|—|	One-em dash	Rom.	Roman letter
⊙	Period	|—|	Two-em dash	(?)	Verify
⁄	Comma	¶	Make paragraph	O	Spell out

EXPLORATION ACTIVITY #5

PHOTO CONVERSION (8 Days)

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Describe the chemicals used in the darkroom as for content and use. 2. Distinguish between a line negative and halftone negative. 3. Identify the variables that are involved in darkroom work and how these variable can affect your desired results. 4. Relate with the career of a lithographic stripper and recognize the positive and negative features of that job. 5. Recognize one skill requirement for eight of the roles. 6. Discriminate between line photography and halftone photography.	1. Given the proper equipment and supplies, the student will photograph and develop a line negative. 2. Given the proper equipment and supplies, the student will enlarge or reduce photographically a halftone negative. 3. Given the proper equipment and supplies, the student will make a silk screen positive from a photographic negative. 4. Given a demonstration of the role of a lithographic stripper, the student will strip up the line and halftone negative into one flat in preparation for platemaking. 5. Given a visual media, the student will list the roles involved in manufacturing photographic film. 6. Given a visual media, the student will become familiar with the work of the photographic lithographer, concerning line and halftone lithography.	"Photo-offset Fundamentals" John E. Cogoli, McKnight and McKnight, 1967 "Graphic Arts," Darvey Carlson Chas A. Bennett Inc., 1970 "Quality and Economy" Eastman Kodok Rochester, NY 14650 20 min., 16mm Film. "Line Photography" 75 slides Eastman Kodak Rochester, NY 14650 "Halftone Photography" 50 Slides Eastman Kodak Rochester, NY 14650

Activity #5: PHOTO CONVERSION

ROLE: PHOTOGRAPHER, LITHOGRAPHIC (972.382) Pg. 527

Sets up and operates camera to photograph illustrations and printed material to produce film or glass negatives or reversed negatives used in the preparation of lithographic printing plates.

ROLE: PHOTOENGRAVER (971.381) Pg. 526

Photographs copy, develops negatives, and prepares photosensitized metal plates such as copper, zinc, aluminum and magnesium.

ROLE: PHOTOGRAPH RETOUCHER (970.281) Pg. 528

Retouches photographic negatives and prints to accentuate desirable features of subject, using pencils or water colors and brushes.

ROLE: PROCESS ARTIST (972.281) Pg. 563

Changes undesirable details of illustration copy which is to be reproduced by the lithographic process.

ROLE: STRIPPER, LITHOGRAPHY (971.381) Pg. 526

Assembles various pieces of negatives (line or halftone) needed to complete a flat. Removes portion of the mask which are to be exposed for platemaking.

EXPLORATION ACTIVITY #6

IMAGE CARRIER (5 Days)

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to:		
1. Contrast the direct image plate (paper) with a photographic plate (metal) used in lithography.	1. Given a direct image plate, the student will trace a design onto the plate.	"Photo-offset Fundamentals," John E. Cogoli, McKnight and McKnight, 1967.
2. Recognize the safety hazards in working with an arc light..	2. Given a flat and the proper chemicals, the student will expose a pre-sensitized aluminum plate with an arc light and develop the image.	"Graphic Arts," Darvey Carlsen, Chas. A. Bennett Inc., 1970
3. Distinguish between the careers of the stereotyper and electrotyper in the simulated activity.	3. Given a demonstration, the student will make a matrix of the locked up rubberstamp type and then vulcanize the rubber in the machine from the matrix (mold).	Cincinnati Post and Times Star, 721-1111--Trips at 9:30 AM and 1:30 PM.
4. List six careers and describe some of their responsibilities.	4. Given an exploration trip, the student will classify by sex the roles of employees in a large newspaper plant.	"Preparing Presensitized Metal Plates" AB Dick Co., Filmstrip 10 min.
5. Identify the chemicals used in platemaking.	5. Given a visual on platemaking, the student will list the steps in making a metal presensitized plate.	"Graphic Arts" Darvey Carlsen, Chas. A. Bennett Inc., 1970
6. Describe the procedure in attaching a screen to a jig and recognize the variables in printing on surfaces other than flat.	6. Given the proper tools and equipment, the student will secure the screen to the frame for silk-screen printing.	

Activity #6: IMAGE CARRIER

ROLE: PLATEMAKER, LITHOGRAPHIC (972.381) Pg. 752

Transfer positive or negative images to metal plates to make offset photolithographic printing plates according to oral or written instructions. Using a light source for a determined exposure time in a vacumn frame. Develop transfered image using desensitizing etches and developing chemicals.

ROLE: STEREOTYPER (975.782) Pg. 692

Operates machines to pr[illegible]of composed type and plates into wood-fiber mat to form [illegible] mold, pour molten metal into mold, and finish casti[illegible]ting, shaving, and trimming to form plates for printing.

ROLE: ELECTROT[illegible] (974.381) Pg. 246

Fabricates and [illegible]shes duplicate electrotype printing plates according to specifi[illegible]ions. Forms plastic mold of composed type and cuts using sheet-[illegible]ding fiber and hydraulic press.

ROLE: SILK SCREEN FRAME ASSEMBLER (709-884) Pg. 660

Builds jigs (frames) of metal or wood for use in silk screen printing. Often these frames are of unusual design and shape to accomodate irregularly shaped products.

EXPLORATION ACTIVITY #7

IMAGE TRANSFER (8 Days)

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Prepare and print a job on a platen press and suggest how the platen press may be used for purposes other than printing, such as die-cutting. 2. Identify eleven rollers and cylinders on an offset duplicating machine. 3. Recognize "tricks" that would assist him in a career as a pressman. 4. Analyze the role of the Press Helper in contrast to the Master Pressman. 5. Identify the various types of paint (ink) to be used on paper, textile, metal, glass, and wood surfaces. 6. Prepare a rubberstamp for printing. 7. Analyze the role of the Screen-Printing machine operator.	1. Given a demonstration and a film on platen presswork, the student will do the makeready and presswork with the letterpress type that was composed. 2. Given a demonstration and a visual media on operating a duplicating machine, the student will setup and operate the machine. 3. Given a visual media on the work of an offset pressman, the student will list ten "tricks of the trade." 4. Given an exploration trip, the student will examine the roles of various pressman. 5. Given the necessary equipment and materials, the student will print a silk-screen job. 6. Given the necessary equipment and supplies , the student will complete the rubberstamp and print a sample for the handle. 7. Given a visual media on screen printing the student will list 15 roles in the screen printing industry.	1. "Putting a Job on a Platen Press," 16 mm. Film, 10 min. Bd. of Ed. 2. "Operating a Table-Top Offset," Filmstrip AB Dick 11 min. 3. "Tips for the Offset Operator" AB Dick Filmstrip, 10 min. Bd. of Ed. 4. Rosenthal Printing Co. 984-0710 Tom Rosenthal 5. "Graphic Arts" Darvey Carlsen, Chas. A. Bennett Inc., 1970 6. "A New Look at Screen Printing" 16 min. Film 30 min. #2391 Bd. of Ed.

Activity #7: IMAGE TRANSFER

ROLE: PLATEN-PRESS MAN (651.782) Pg. 541

Makes ready and operates platen press to produce printed material. Determines setup and operating procedures from work order. The press may be hand or automatically fed.

ROLE: OFFSET-DUPLICATING-MACHINE OPERATOR (207.782) Pg. 497

Operates offset-duplicating machine to reproduce single or multicolor copies of charts, schedules, bulletins and related matter. Installs sensitized plate, adjust ink, loads paper, adjusts speed, and starts machine that automatically reproduces copy.

ROLE: OFFSET PRESSMAN (651.782) Pg. 497

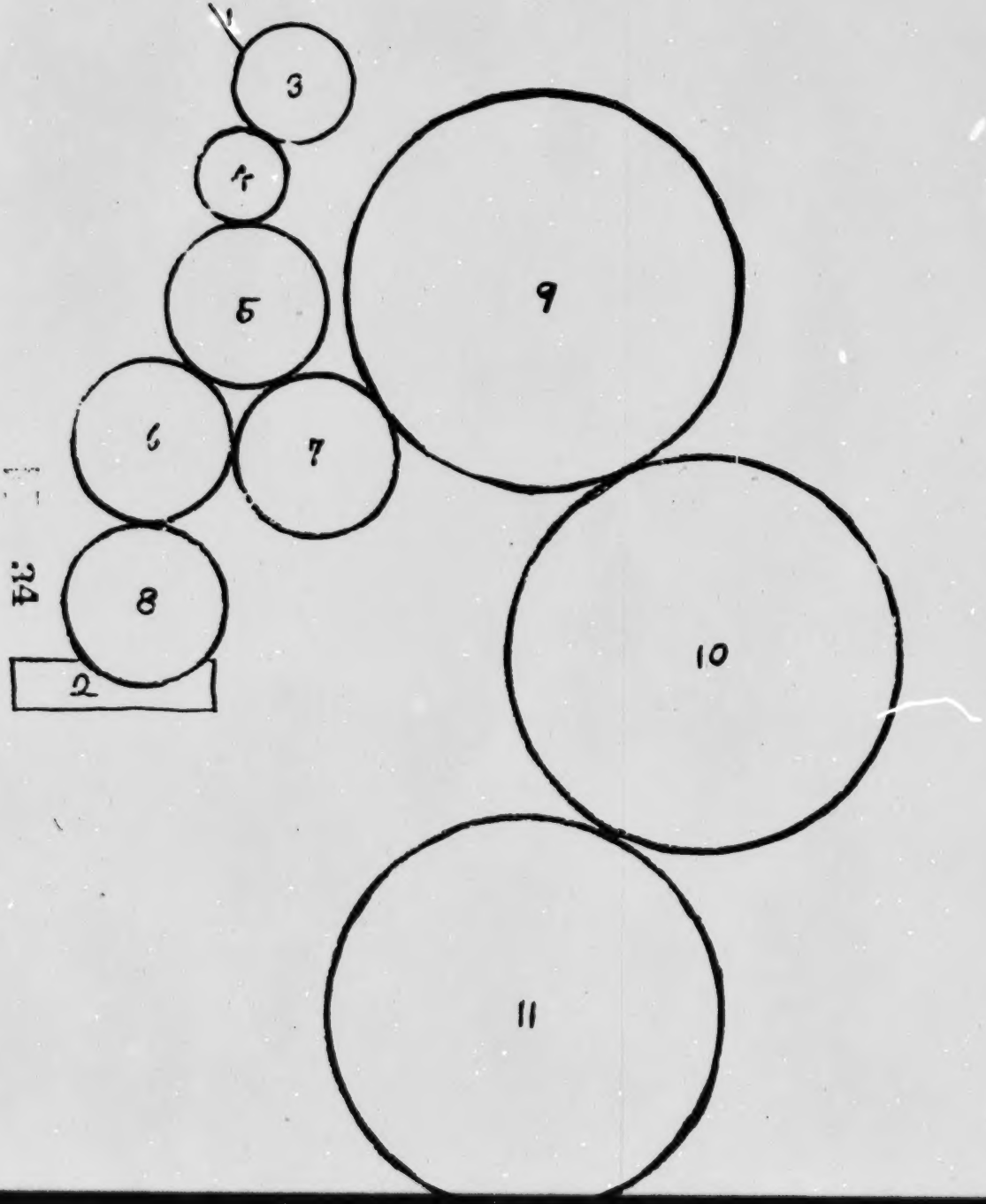
Makes ready and operates offset printing press to print single and multicolor copy from lithographic plates, examining job order to determine press operating time, quantity to be printed, and stock specifications.

ROLE: SILK-SCREEN PRINTER (979.884) Pg. 660

Prints lettering and designs on objects, such as posters, targets, instrument dials, furniture and toys, using silk screen printing machine or by hand. Positions object, draws squeege using ink (paint) across screen to transfer design to object.

ROLE: SCREEN-PRINTING-MACHINE OPERATOR (652.782) Pg. 631

Operates automatic screen printing machine to print multicolor designs on textiles.



No. right_____ Grade _____

NAME_____ PERIOD_____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

EXPLORATION ACTIVITY #8

FINISHING (4 Days)

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Distinguish between stapling, stitching, and sewing a book. 2. List the steps in making a book cover. 3. Recognize the role of the gold-leaf stamper and relate to the various industries where one could be employed. 4. Identify the roles held by women in the bookbinding industry. 5. Compare the career roles of women in regard to the career roles of men. 6. List the types of repairs needed in the rebinding of books.	1. Given the dummy, the student will fold, assemble, bind, and trim the 160 page book. 2. Given the body of the book, the student will make the cover and attach it to the book. 3. Given a book, billfold, or any leather product, the student will gold-leaf hot stamp a letter or letters with a gold stamping machine. 4. Given a visual media on bookmaking, the student will be aware of the wide variety of careers for men and women in the printing industry. 5. Given an exploration trip, the student will reflect on the careers seen on the trip in relation to the film. 6. Given a quantity of books to be repaired, the student will make the necessary alterations.	"Graphic Arts," Darvey Carlsen, Chas. A. Bennett, Inc., 1970 "Making Books," 16 min. film, 10 min. Bd. of Ed. #1811 Standard Publishing Co. Mr. Carter-931-4050

Activity #8: FINISHING

ROLE: BOOKBINDER (977.884) Pg. 65

Binds covers to books or pamplets and performs book finishing operations.

ROLE: HAND BOOKBINDER (977.781) Pg. 65

Cuts, sews, and glues components to bind books, performing many tasks by hand. Folds printed sheets to form signatures (sections) and gathers signatures into numerical order. Sews signatures to form book body, using sewing machine. May repair books.

ROLE: STITCHING MACHINE FEEDER (653.886) Pg. 696

Feeds printed pages into and removes them from automatic wire-stitching machine that binds them.

ROLE: FOLDING MACHINE OPERATOR (653.782) Pg. 293

Operates machine that automatically folds and slits printed sheets in signatures, for binding.

ROLE: CUTTING MACHINE OPERATOR (649.782) Pg. 186

Sets up and operates machine to cut paper stock preparatory to binding. Reviews specifications to determine page sequence, kind of fold, and size of sheets. Places stack of paper on bed of machine, alines edges by hand or stick, brings down clamp to hold paper secure, and pulls lever to activate knife.

ROLE: GOLD-LEAF STAMPER (979.884) Pg. 337

Imprints gold, silver or designs on leather, plastic, book covers, or other articles using hand stamping press. Locks type, sets heat, pressure, and time controls. Places material on bed, pulls lever, or presses switch to lower ram and imprint material.

EXPLORATION ACTIVITY #9

ECONOMICS AND ORGANIZATION OF PRINTING ESTABLISHMENTS (3 Days)

OBJECTIVES	ACTIVITIES	RESOURCES
Students ill be able to: 1. Experience various roles in the operation of a printing company when given a description of roles. 2. Relate by experience to a role in a printing company. 3. Investigate and gather data from a resource person on sales and business opportunities in the graphic arts field. 4. Figure the spoilage when the percent spoiled is given.	1. Given an organization and skills in processing printed materials, the students will organize a printing company with three or more supervisors for the purpose of printing industrial material goods. 2. Given a sales and design division and description of their jobs, have the pupils using the proper sales techniques, take orders, write specifications, bid and estimate the cost of jobs that will be designed, produced, and distributed by the class. 3. Invite a career man in graphic arts sales to discuss with students careers in sales and business. 4. Given a stock estimate sheet, the student will figure the stock needed for a simulated printing job, relating this work to the role of the Estimator.	The "Divisions of a Printing Business" follows the roles. Dick Godar Central States Paper Co. 721-6684 A "Stock Estimate Sheet" (Attached)

Activity #9: ECONOMICS AND ORGANIZATION OF PRINTING ESTABLISHMENTS

ROLE: ESTIMATOR (219.388) Pg. 255

Estimates labor and material costs of printing and binding books, pamphlets, periodicals, and other printed matter, based on specifications outlined on sales order or submitted by prospective customer. Using labor and material pricing schedules, and considering such factors as size and number of sheets or pages, kind of stock, and binding operations calculates the production cost.

ROLE: SALESMAN PAPER AND PAPER PRODUCTS (265.358) Pg. 618

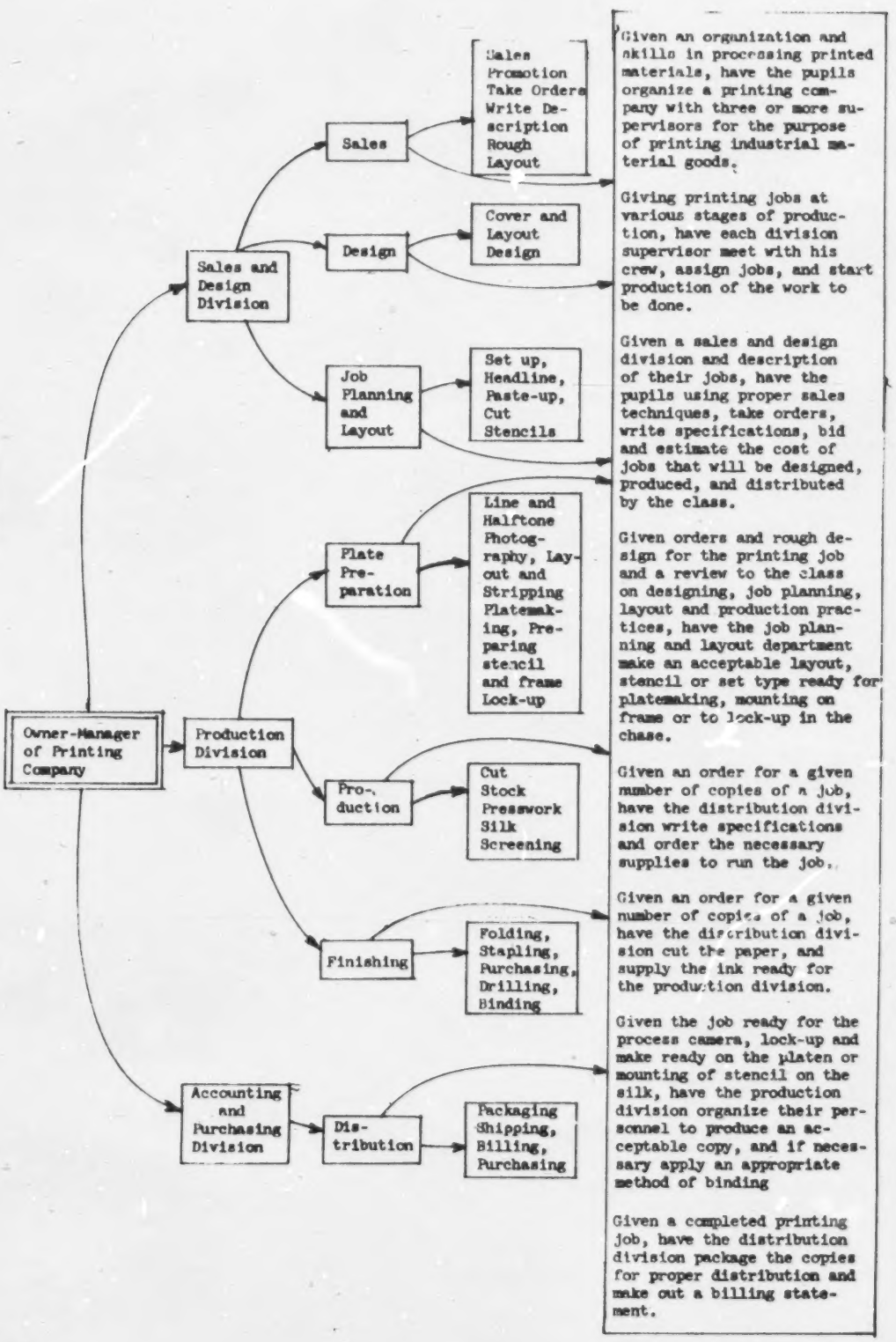
Sells paper and paper products, such as bags, containers, newsprint, wrapping paper, printing paper, envelopes, stationery and other materials.

ROLE: FOREMAN, PRINTING SHOP (659.130) Pg. 305

Supervises and coordinates activities of workers engaged in laying out copy, composing type, operating presses and assembling pamphlets, leaflets and books.

ROLE: PRODUCTION SUPERINTENDENT (183.118) Pg. 566

Coordinates, through subordinate supervisors (foremen), all activities of production departments of subdivisions, applying knowledge of plant layout, and production capacities of each department. Consults with plant executives and analyzes economic trends, sales forecast, and marketing and distribution problems to plan and develop production procedures and time and cost estimates.


Owner-Manager of Printing Company
Sales and Design Division
Sales
Sales Promotion Take Orders Write Description Rough Layout
Design
Cover and Layout Design
Job Planning and Layout
Set up, Headline, Paste-up, Cut Stencils
Production Division
Plate Preparation
Line and Halftone Photography, Layout and Stripping Platemaking, Preparing stencil and frame Lock-up
Production
Cut Stock Presswork Silk Screening
Finishing
Folding, Stapling, Purchasing, Drilling, Binding
Accounting and Purchasing Division
Distribution
Packaging Shipping, Billing, Purchasing
Given an organization and skills in processing printed materials, have the pupils organize a printing company with three or more supervisors for the purpose of printing industrial material goods.
Giving printing jobs at various stages of production, have each division supervisor meet with his crew, assign jobs, and start production of the work to be done.
Given a sales and design division and description of their jobs, have the pupils using proper sales techniques, take orders, write specifications, bid and estimate the cost of jobs that will be designed, produced, and distributed by the class.
Given orders and rough design for the printing job and a review to the class on designing, job planning, layout and production practices, have the job planning and layout department make an acceptable layout, stencil or set type ready for platemaking, mounting on frame or to lock-up in the chase.
Given an order for a given number of copies of a job, have the distribution division write specifications and order the necessary supplies to run the job.
Given an order for a given number of copies of a job, have the distribution division cut the paper, and supply the ink ready for the production division.
Given the job ready for the process camera, lock-up and make ready on the platen or mounting of stencil on the silk, have the production division organize their personnel to produce an acceptable copy, and if necessary apply an appropriate method of binding
Given a completed printing job, have the distribution division package the copies for proper distribution and make out a billing statement.

Divisions of a Printing Business

GRAPHIC ARTS STOCK ESTIMATE

Schwab Jr. High

For ..... Date ..... **Job No.**_____

Sheets taken
..... from stock Kind .....

Student ..... Checked by .....

Size wanted	Size of sheet

Layout here

Pieces wanted .....

..... % Spoilage .....

Pieces per sheet	Total pieces needed

Total sheets needed .....

Layout here

Handle no stock until instructor's OK has been placed on this sheet. Keep this sheet on file in the job envelope. After the stock has been cut, the fact should be recorded on the outside of the Job Envelope. The stock should then be placed in the stock cabinet with the Job Name on the top sheet of one pile.

This stock belongs to

Job No._____

Pieces Wanted .....

Pieces Cut .....

Put This Tag With Cut Stock

40

EXPLORATION ACTIVITY #10

PAPER MAKING (3 Days)

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: 1. Discuss the processes of paper-making, and will list 8 terms used in the paper industry. 2. Identify the seven stages of paper production. 3. Investigate with the resource man the possibility of a career in the paper industry. 4. Recognize some of the work accomplished by a Press Maintenance man.	1. Given the proper equipment and supplies, the student will make simulated paper using wood pulp or Kleenex as a base. 2. Given information about terms used and a diagram showing how paper is made with a modern papermaking machine, the student will be able to identify and match a description of each of the seven stages for paper production. 3. Invite a resource person from the paper industry to discuss with the students information on: a. Kinds of paper b. Sizes of paper c. How paper is sold d. Packaging e. Careers 4. Given a demonstration on adjusting the platen and the oiling of a press, the student will make that adjustment, oil a similar press, and make some other minor repairs.	See J. Bongey at Schwab for wood pulp. "Graphic Arts" Darvey E. Carlsen, Chas. A. Bennett Inc., 1970 Diem-Wing Paper Co. 721-2163; Mr. Brungs Diem-Wind Paper Co. 721-2163; Mr. Brungs

Activity #10: PAPER MAKING

ROLE: FOURDRINE-MACHINE OPERATOR (539.782) Pg. 313

Operates wet end of Fourdrinier machine to make paper, sheet pulp, or insulation board from pulp stock.

ROLE: OFFSET-MACHINE SERVICEMAN (633.281) Pg. 497

Repairs and services office machines such as adding, calculating, and duplicating machines. Disassembles machine and examines parts, such as gears, rollers, and pinions for wear and defects. Repairs, adjusts, or replaces parts. Cleans and oils moving parts.

ROLE: PRESS MAINTENANCE MAN (627.281) Pg. 557

Adjusts and repairs offset or lettertype presses. Replaces broken or worn parts. Lubricates and adjusts presses. Disassembles and cleans ink rollers.

EXPLORATION ACTIVITY #

Individual Student Exploration into Related Careers. Because of the multiplicity of careers in this occupational area, many have been left untouched in this curriculum guide. In this exploration activity, the students can explore a related career of their choice. There are a number of related careers which are the major subject of other curriculum guides.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: 1. Identify and explore at least one additional career related to their individual interests and this occupational area. 2. Locate and record specific information related to a career of individual interest to him.	Each student selects and explores a career or job which is related to both his individual interest and the occupational area described in this curriculum guide. The students are to use career information reference located in the class room, school library, public library, their homes and community as resources to complete an "Individual Career Exploration Worksheet" which is attached.	Dictionary of Occupational Titles, Volumes I & II. Occupational Outlook Handbook 1972-73 Ed. Encyclopedia of Careers and Vocational Guidance Volumes I & II (Doubleday) Largo or SRA Career Kits Make a class set of the "Individual Career Exploration Worksheet"

INDIVIDUAL CAREER EXPLORATION WORKSHEET

1. Student's Name: _____

2. Related careers being explored:

   a. D.O.T. Number(s) _____

   b. Relationship to:

      1. Data _____

      2. People _____

      3. Things _____

3. Nature of duties or tasks performed:

   _____

   _____

   _____

4. Important qualifications

   a. Education _____

   b. Age _____

   c. Previous experience _____

   d. Other _____

5. Procedure for applying

   _____

   _____

   _____

6. In what occupational areas is this related career found? (If many, list 3 specific areas.)

   _____

   _____

   _____

7. What is the salary for this career?

   a. Starting _____

   b. Maximum _____

8. Are there chances for advancement? Name several promotional positions.

_____

_____

_____

9. Are there places in Cincinnati where you could work in this career?

_____

_____

_____

10. Name one or two resource people that you could write or phone for more information.

_____

_____

11. Are there places that you or a small group of students could visit to observe your career?

_____

_____

_____

12. Are there any books in the school library on this related career?

_____

_____

13. What can you do in high school to learn about and prepare for the career of your choice?

a. _____ d. _____

b. _____ e. _____

c. _____ f. _____

EXPLORATION ACTIVITY #12

CONCLUSION (1Day)

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: 1. Gather data concerning a first interview. 2. Discuss in a class setting the pro and con's of selected roles.	1. Given a visual media the student will describe the tips he should be aware of for his first interview for a job. 2. Given the completed course the student will choose the role he liked best and suggest reasons why. Also the student will identify the role he least preferred and the reasoning behind this. 3. Given the "Fifty Ways to Avoid Being Hired" and "What Have You Got to Offer" forms the student will identify any personal weakness he may have. (Forms on next two pages).	"I Want to Work for Your Company", Sandler Institutional Films Inc. 16 min film, Bd. of Ed.

46/47

FIFTY WAYS TO AVOID BEING HIRED

Th placement office of New York University lists the 50 reasons that are most frequently given by employers for turning down job applicants. This information is based on reports from 153 companies. If you're out to land a job as a February graduate, take inventory of yourself in relation to these facts. If you still have a stretch of schooling ahead of you, it will give you time to work on any negative traits that may hinder you later in getting a job or being promoted. As you read the reasons for rejection given below, ask yourself how you would rate in relation to each.

1. Poor personal appearance
2. Overbearing, overaggressive, conceited, superiority complex, "know-it-all"
3. Inability to express himself clearly-poor voice, diction, grammar
4. Lack of planning for career - no purpose and goals
5. Lack of interest and enthusiasm - passive, indifferent.
6. Lack of confidence and poise, nervousness, ill at ease
7. Failure to participate in activities
8. Overemphasis on money - interested only in best dollar offer
9. Poor scholastic record - just got by
10. Unwilling to start at the bottom - expects too much too soon
11. Makes excuses, evasiveness, hedges on unfavorable factors in record
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy - ill mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislikes for schoolwork
18. Lack of vitality
19. Fails to look interviewer in the eye
20. Limp, fishy handshake
21. Indecision
22. Loafs during vacations - lakeside pleasures
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around
27. Wants job only for short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decisions for him
31. No interest in company or in industry
32. Emphasis on whom he knows
33. Unwillingness to go where we send him
34. Cynical
35. Low moral standards
36. Lazy
37. Intolerant, strong prejudices
38. Narrow interests
39. Spends too much time at motion pictures
40. Poor handling of personal finances
41. No interest in community activities
42. Inability to take criticism
43. Lack of appreciation of the value of experience
44. Radical ideas
45. Late to interview without good reason
46. Never heard of company
47. Failure to express appreciation for interviewer's time
48. Asks no questions about the job
49. High-pressure type
50. Indefinite response to questions

Taken from: YOUR FUTURE OCCUPATION
Washington
January 13, 1958

Distributed by: Division of Guidance Services
September, 1963

WHAT HAVE YOU GOT TO OFFER?

What kind of an employee will you make? You can take stock of yourself right now and find out. Here are some questions to ask yourself. Answer them honestly and see how you rate.

1. Do you have a real willingness and desire to learn new skills and new ways of doing things?
2. Are you neat in your personal appearance and work habits?
3. Are you punctual?
4. Can you apply yourself to a job without being easily bored or distracted?
5. Can you adapt to new and unexpected situations easily?
6. Can you work under pressure, when necessary, without becoming nervous and upset?
7. Do you have confidence in your abilities?
8. Are you emotionally stable, capable of taking things in your stride?
9. Have you enough initiative to be able to work on your own?
10. Are your job plans in keeping with your own and the opportunities employers have to offer?
11. Do you have a sense of duty and responsibility?
12. Are you reliable? Can you be depended on to do a job satisfactorily?
13. Can you gain the friendship and respect of fellow-workers?
14. Can you cooperate with fellow-workers?
15. Can you cooperate with supervision and management?
16. Can you follow directions willingly and without argument because you respect authority?
17. Can you understand instructions and carry them out accurately?
18. Can you accept criticism without feeling hurt?
19. Can you work without constant supervision?
20. Do you ask questions about things you don't understand?
21. Can you complete a job once you start it?
22. Are you a pleasant person to work with?
23. Do you like people?
24. Are you friendly and congenial?

• • • • • • • • • • • • • • • • • • •

BOOSTING THE SCORE

How did you do? If you answered <u>Yes</u> to most of the questions, you have the makings of a good employee. All you need now are the necessary skills and training.

If, on the other hand, you answered <u>No</u> to more than a few of the questions, you have some work to do. These are your weak spots, the things about you that can stand improvement. You can go into your "job training" right now by changing those things about yourself and your way of doing things that will help make your career successful.

Distributed by:

Division of Guidance Services
September, 1963

Prepared by Miss Kathleen Lovell, Job Relations teacher, Hughes High School.

EXPLORATION ACTIVITY (2 Days Suggested)

Student Self Evaluation of Career Maturity

This activity is planned to help the students analyze and learn to value their career-related experiences and the level of their career maturity.

Seven areas of growth and development which have been identified for this use are as follows:

1. Individual and Environment (Social Awareness)
2. Economics
3. World of Work
4. Education and Training
5. Employability and Work Adjustment Skills
6. Vocational Decision Making
7. Self (Self-Awareness)

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: - Respond, in a purposeful and business-like manner, to one or more questions which ask the student to analyze their experiences in each of the developmental areas.	Each student is asked to seriously consider their career related experiences. A brief class discussion and/or small group discussions may be used to introduce this topic. The students should view the films "What Do We Look Like to Others" and "I Want to Work For Your Company" If these films have been viewed previously they should be reviewed and discussed. Following a review of these films each student is asked to respond to a set of self-analysis questions prepared by the teacher. To help the teacher in preparing these questions a definition of each developmental area and sample questions for each area are attached to this sheet.	The teacher will need to generate class sets of questions. These two films are available from Resource Services on Iowa Street.

DEFINITIONS OF DEVELOPMENTAL AREAS

Individual and Environment (Social Awareness)

In this area of the student's development, the student must determine who he is and how he relates to his environment. He must be involved in experiences which will help him to determine his relative abilities to work with people, to manipulate tools, to sense his presence in his environment, and to comprehend laws of nature and the processes for behavioral advancements within his community.

The student will be involved with understanding his interests, aptitudes, achievements, temperament, his family peers, his society, and etc.

Economics

Students must learn to see themselves as a productive worker unit who supports his community through efficient positive efforts as a producer and consumer. He must learn that the money he receives for his work is an important factor in determining the behavior of his community through the way in which he spends his money; the way in which he is willing to work for his money; and how this spending gives direction to the use of raw materials for production and consumption of goods and services to be used in his community.

The student must learn what is meant by a fair day's pay for a fair day's work and the implied obligations between the consumers and producers.

World of Work

This area is concerned with the student's development of a method for collecting information about jobs. It also is concerned with the student developing an understanding of what behavior is required to do certain jobs. Examples of job information include, in part, the following items:

Job entry levels
Performance activities
Working conditions

Education and training requirements
Availability of jobs
Seasonality of jobs
Job status
Advancement possibilities

Education and Training

The student must learn what behavior modifications (education and training) will be expected of him for certain jobs. In doing so he will learn the innate abilities he has and if these abilities can be developed to the level required to perform certain jobs he chooses for his vocation.

Students must learn which educational programs will help them to acquire the experience that will help them to develop the performance behavior required for certain jobs.

Employability and Work Adjustment Skills

This section is concerned with attitude strategies and the importance of the development of successful attitude strategies which are necessary for continued economic gains.

Students must learn how good attitudes are a contribution to their own adjustment and success as well as the success of their community. People are dismissed from their jobs more often because they cannot get along with people than they are because they do not have the skills for their jobs.

Vocational Decision Making

Students must learn a method for making decisions if they are to become employable and well adjusted citizens. They must learn to gather facts about themselves, jobs, and values and how to weigh this information to reach a conclusion as to what work they are able to do and what work they want to do.

Self

In this area the Self as subject is the major focus. Self as subject requires that the person's own feelings, perceptions and beliefs are dealt

with. This requires an internal orientation to the activities as opposed to the external orientation of activities for the other areas.

Seven topics are developed in the broad area SELF. These trace self-awareness, self-acceptance and self-affirmation of the child through interests, aptitudes and abilities, achievement and values and attitudes.

SAMPLE QUESTIONS FOR CAREER MATURITY

Listed on this page are sample questions related to areas of growth and development.

1. Self and Environment

   - What things have I done with any degree of success?
   - What things have I done that others have commended me for doing exceptionally well?

2. Economics

   - How much money have I earned?

3. World of Work

   - What jobs have I held? Describe them in detail.

4. Education and Training

   - What courses have I taken that would prepare me for an entry job position?

5. Employability and Work Adjustment Skills

   - What were the expectations of employers concerning the job I have held?

6. Vocational Decision Making

   - Where could I get additional information about jobs and careers?

7. Self

   - What are the things I really like to do?
   - What are the things that I don't like to do?

III. APPENDIX

A. FIELD TRIPS IN CAREER DEVELOPMENT

B. PROCEDURE FOR EXPLORATION TRIPS

C. EXPLORATION TRIP PERMISSION FORM

D. EXPLORATION TRIP REPORT

FIELD TRIPS IN CAREER DEVELOPMENT

General Student Needs

1. Field trips commonize the background of the students so that there is a basis from which to develop a strong well-rounded instructional program.

2. Because the student is so far removed from his potential career, he needs a broad understanding and exposure to work.

3. Broad off-school-site experiences build readiness for learning by demonstrating that basic skills are essential to a productive work-life.

4. To thoroughly understand a career, the student needs to see the job first hand.

5. Students may not realize all the implications/facets of an occupation in terms of personal interests until they have an exposure to the worker in action.

6. Omission of hands-on experiences may cause a lack of credibility in those courses taught, in the upper levels.

7. While field trips benefit the student, they also benefit the teacher, who, without their assistance, is required to serve as expert on the details of many careers which are not necessarily related to his own speciality.

8. Field trips, when used correctly, can be a source of creating better communication and understanding between business, labor and industry in the community and the school.

Specific Student Needs

Field Trips will do the following:

1. Develop an appreciation/awareness that an individual's skills, talents and senses are used in a variety of ways.

2. Develop an awareness of the importance of responsibility and attitude for one's work.

3. Encourage the development of communication skills. Broad off-school-sites experiences demonstrate need and provide motivation for skill learnings.

4. Develop an awareness of the interdependence of the student and all workers.

5. Develop an awareness that there are many people who have different responsibilities in business, labor and industry.

6. Develop an awareness that workers are not necessarily associated with or limited to a specific location and an understanding that there are many kinds of work within specific sites/fields.

GUIDELINES FOR IMPLEMENTATION OF FIELD TRIPS IN CAREER DEVELOPMENT

1. The local administrator is responsibile for observance of the guidelines by participating staff members.

2. The local administrator should take responsibility for appointing a person to finalize field trip arrangements.

3. There should be planning of each trip well in advance.

4. Teachers should make field trip plans in consideration of/consultation with other teachers who have a teaching responsibility for the pupils.

5. For the convenience of the faculty, field trip information should be given out several days in advance including destination, length of time out of school, and students participating.

6. The teachers should be aware/appreciative of the expense of the trip to the business or industry in relation to the time spent hosting visitors.

7. Teachers should justify the trip in relation to their instructional program.

8. Teachers who desire to take a particular field trip should plan the trip together, although they may not go together.

9. The faculty of each school may prepare a list of meaningful walking trips utilizing the resources of the local community.

10. After the arrangements have been made, and before the trip, there should be communication between the teacher and the contact person at the place where they are going to clarify teacher expectations.

11. Students should be adequately supervised not only for their safety, but to minimize the interruption to business or industry.

12. There should be well planned pre- and post-activities for each trip.

13. After each trip, there should be a note of appreciation to the business or industry. The teacher may communicate the extent to which expectations were met.

14. A follow-up report concerning the value of the trip and results relating to the specific reason for the trip should be submitted to the administrator/coordinator.

15. Identify the businesses and industries of the Cincinnati community that have only one representative (i.e. the phone company) and those businesses and industries that have multiple representatives in this community (i.e. bakeries, garages)

16. To avoid overloading of limited field trip sites, and to maintain privileges, it is necessary to clear requests for these trips through a central clearing office to be designated by Jack Ford.

17. Teachers may build a list of trips and experiences that parents could provide for their children outside of school hours.

PROCEDURE FOR EXPLORATION TRIPS

SCHEDULE CONSIDERATIONS:

An opportunity is to be provided for students to visit cooperating organizations in small groups for a highly personalized and individualized experience directly related to their career interests. It is essential to minimize the burden on cooperating organizations and to distribute this burden among all community resources and throughout the school year. To accomplish this, trips must be scheduled from the beginning of the school year, and be evenly spaced during the year until every student has been accomodated. The students in a quarter length exploration class may, therefore, participate in an exploration trip prior to, during, or following the time that the course is in progress.

PROCEDURES:

Once each month, or even less frequently, the teacher will need to:

1. Place a single phone call to a cooperating organization to set the date and time for the trip.

2. Notify Mr. Jerome Cousins (Education Center, 230 East Ninth St.) of the date and time for the trip.

3. Select six students from the Career Exploration class list.

4. Send permission slips and trip report forms to the selected students via their homerooms.

Permission slips and report forms are illustrated on the following pages. These forms should be reproduced from this curriculum guide as required.

The career committee chairman or coordinator will provide you with a list of organizations which are known to be willing and able to accommodate your students. Addresses, phone numbers and names of persons to contact will be provided.

CAREER EXPLORATION TRIP PERMISSION FORM

You are schedule for _____ (Career Course Title) which meets 1-2-3-4 quarter. Exploration trips will be scheduled throughout the year regardless of whether the course is in session.

A trip has been schedule for _____ (Date) to _____ (Name of Company) Please have this form signed and return to _____ (Teacher's Name) _____ (Room) before _____ (Date).

My son/daughter _____ has my permission to visit _____ on _____ with the Career Exploration Course _____. The group will return to school upon completion of the tour. There will be about six students in each group.

_____
Parent/Guardian Signature

_____
Date

The following teachers have been informed of my absence from class. (Teachers' signatures required.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

EXPLORATION TRIP REPORT

1. Course Title _____

2. Student's Name _____

3. Organization or Company _____

Address _____

_____

4. Major Products or Service:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

5. Major Types of Jobs:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

6. What did you like best about this trip?

_____

_____

_____

7. Did you see any jobs that you would like to do? List them.

_____

_____

8. What did you learn from this tour?

_____

_____

_____

Signature
Representative of Organization
Visited